

ASFC91-9M-B

CONCORDIA UNIVERSITY  
SIMONE DE BEAUVOIR INSTITUTE

PROPOSAL FOR A  
MASTER'S IN WOMEN'S STUDIES

October 31, 1991

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October 31, 1991

**DOSSIER D'OPPORTUNITÉ**

Institution: Concordia University

Administrative Unit: Simone de Beauvoir Institute

Division : Faculty of Arts & Science

Grade and abbreviations : Master's in Women's Studies (M.W.S.)

Schema :

The proposed program is described in full on p.20.

## **1. IDENTIFICATION OF THE PROGRAM**

### **1.1 Title**

1.1.1. The title of the proposed program shall be "Master's in Women's Studies" (M.W.S.). This denotes a number of things about the program.

1.1.2. The title signals that the program is in Women's Studies per se, which is interdisciplinary and inclusive in its content and its theoretical and methodological approaches.

1.1.3. The title also signifies that this proposed program is distinct from all previous programs leading to an M.A. in Women's Studies in the Special Individual Program (SIP) offered at Concordia University.

### **1.2 Introduction to the M.W.S. Program**

Women's Studies is an interdisciplinary field which has been part of many American universities since the late 1960s. In 1990 more than 600 universities offered undergraduate programs in Women's Studies. By contrast, in Canada, 25 universities have an undergraduate program but only 5 offer a graduate program with a specialization in Women's Studies: Carleton (M.A. in Canadian Studies), Concordia (SIP, focus on women's studies), OISE, York and Simon Fraser University. Until recently, an M.A. in Women's Studies per se could be obtained only at Simon Fraser University. In 1991, the Board of Graduate Studies at York University approved both an M.A. and a Ph.D. in Women's Studies.

An expanding field of scholarly inquiry, Women's Studies needs a program of advanced studies to foster the assessment of new data and theories. Since the subject matter and much of the scholarship transcends traditional disciplinary boundaries, the comprehensive evaluation and integration of new information requires a rigorously interdisciplinary approach.

The Simone de Beauvoir Institute at Concordia University is a pioneering institution in Women's Studies in Canada. The proposed M.W.S. program will draw on the Women's Studies faculty and other members of the Concordia community who pursue interdisciplinary feminist research and publish in that area. They are qualified to supervise theses in such vital areas as feminist theory and methods, women's history, science and technology, comparative literature, literary criticism, psychoanalytical theory, Quebec women's literature, anthropology, sociology, applied social science and political science.

At present the Institute has four faculty members:

Dr. Marianne G. Ainley, Principal of the Simone de Beauvoir Institute and Research Associate Professor, has a three-year half-time appointment. She is a historian and sociologist of science, with expertise in feminist research methods, the history and sociology of science, and Canadian women's history and oral history.

Dr. Chantal Maillé, Assistant Professor, was appointed in 1990 as the Institute's first tenure-track faculty member. Her expertise is women in politics, women care givers, and feminist theories and methods.

Dr. Kaarina Kailo, a tenure-track Assistant Professor, hired in 1991, is an expert on comparative literature and psychoanalytical theory, feminist theories and methods, and issues concerning health from a feminist perspective.

Dr. Lucie Lequin is a tenure-track Assistant Professor, hired in 1991, with a joint appointment in études françaises. She has done research on Quebec women's literature, migrant women's literature, and has considerable experience in teaching feminist literature, theories and methods.

The M.W.S. program will also utilise the existing strength of the faculty in Arts and Science. Faculty members, such as Dr. Susan Hoecker-Drysdale in sociology, Dr. Chantal Collard and Dr. Homa Hoodfar in anthropology, Professor Mair Verthuy and Dr. Sherry Simon in études françaises, Dr. Bina Freiwald and Professor Katherine Waters in English, Dr. Elizabeth Henrik and Dr. Dolores Gold in psychology, Dr. Martha Saunders in religion, and Dr. Sheila Mason-Mullett in philosophy have been pursuing research related to Women's Studies in their respective departments and are interested in joining the program as thesis supervisors. Several members of the Faculties of Commerce and Fine Arts, such as Dr. Joya Sen and Dr. Linda Dyer in Management and Professor Barbara McKay in Drama Therapy have shown interest in the M.W.S. program and can provide resources.

### 1.3 History of the Simone de Beauvoir Institute

The Simone de Beauvoir Institute was established on February 7, 1977 to provide a framework for students that would go beyond the academic to include their personal/spiritual/affective development. On March 9th, 1978, the Board of Governors of Concordia University provided the Simone de Beauvoir Institute with official status as one of five new colleges in the university. Although the Institute proposed making Women's Studies its academic base, responsibility for administering the program itself remained in the Centre for

Interdisciplinary Studies until March 13, 1979. Since that time the Simone de Beauvoir Institute has provided an environment in which teaching and research in Women's Studies can flourish.

Located at 2170 Bishop Street on the Sir George Williams Campus, it includes faculty and secretarial offices, a lounge, and seminar, meeting and reading rooms. There is also a smaller centre on the Loyola Campus.

The academic staff of the Simone de Beauvoir Institute consists of a Principal, teaching faculty, and a number of Resident, Associate and Adjunct Fellows. Originally the Resident and Associate Fellows (faculty members in the various departments of the university) were responsible for teaching and advising. They also conducted research seminars on given topics, including their own feminist research. Adjunct Fellows (sabbatical and postdoctoral fellows, and independent researchers) are affiliated with the Institute to do research in Women's Studies. The teaching staff has been supplemented, on occasion, with visiting professors. The first permanent appointment in Women's Studies was made in 1990. There are at present two and half full-time teaching appointments at the Simone de Beauvoir Institute.

The teaching and research activities of the various faculty members and research fellows have created a stimulating intellectual environment that has resulted in a number of prestigious publications in Women's Studies. These include Dr. Patricia A. Morley, Margaret Laurence (1981); Dana Hearne, A Great Sham. (Women in Irish Revolutionary Politics) (1986); Dr. Jo Vellacott, Militarism versus Feminism (1987); Dr. Heather-Jon Maroney (with Meg Luxton) Feminism and Political Economy. Women's Work, Women's Struggles (1987); Dr. Joan Sherwood, Poverty in 18th Century Spain: The Women and Children of the Incusa (1988); Mair Verthuy (with J. Waelti-Waters), Jeanne Hyvrard (1988); Dr. Peta Tancred, Feminist Research. Prospects and Retrospects (1988); Dr. Andr  e L  vesque, La norme et les d  viantes (1989); Dr. Homa Hoodfar, "Background to the Feminist Movement in Egypt" (1989); Dr. Marianne G. Ainley, Despite the Odds. Essays on Canadian Women and Science (1990); Dr. Chantal Maill  , Les Qu  bécoises et la conqu  te du pouvoir politique (1990); Dr. Sherene Razack, Canadian Feminism and the Law (1991); Dr. Susan Hoecker-Drysdale, Harriet Martineau: The First Woman Sociologist (1991).

#### 1.4 Description of the current undergraduate program

The Simone de Beauvoir Institute has as its central aim to undertake a comprehensive exploration of women's experiences and achievements and to develop new criteria and methods for the appraisal of women's status. In research and teaching special attention is given to gender, race, class, and sexual orientation.

The undergraduate program aims to introduce students to new perspectives and approaches that question all previous knowledge based on white, male, eurocentric scholarship.

The B.A. program can be taken on a full or part-time basis and is open to all students who meet normal Concordia University admission requirements. Students take a combination of Women's Studies courses from the Simone de Beauvoir Institute (WSDB core courses) and courses from other departments that are designated as Women's Studies credits. Students may enrol in a Major (39 credits), a Minor (27 credits) or a Certificate (30 credits) program.

The core courses (21 credits) are designed to introduce students to the interdisciplinary approach of Women's Studies. Two introductory courses are offered annually in English and French (total of 6 credits), and four advanced courses (12 credits) are available in French in alternate years.

The current undergraduate program introduces students to the interdisciplinary area of Women's Studies. The proposed M.W.S. program will take this further, offering advanced academic training in theoretical and methodological approaches to Women's Studies that can be applied in a variety of academic and professional contexts.

### 1.5 Process for the development of the proposal

The Simone de Beauvoir Institute's Graduate Studies Committee includes the following professors: Dr. Marianne Ainley, Dr. Kaarina Kailo, Dr. Lucie Lequin, Dr. Chantal Maillé, as well as Dr. Claudie Solar, a Fellow at the Institute.

They have consulted:

- Faculty members and fellows of the Simone de Beauvoir Institute
- Graduates of the B.A. in Women's Studies
- Graduates of the Certificate in Women's Studies
- Graduates of the SIP program in Women's Studies
- Current students in the Women's Studies undergraduate program
- Current students in the SIP program in Women's Studies
- Administration in Graduate Studies and the Faculty of Arts and Science.
- The Curriculum Committee of the Faculty of Arts and Science

Following the above mentioned consultations, members of the Graduate Studies Committee drafted the proposal. It was approved in principle by the Council of the Simone de Beauvoir Institute. The proposal will be approved within Concordia University by the Faculty Curriculum Committee, Faculty Council, Board of Graduate Studies and the Senate.

## **2. AIMS OF THE PROGRAM**

The proposed graduate program in Women's Studies is a response to the growing need for people with training relevant to women. It focuses on interdisciplinary theoretical and methodological approaches to women's issues in both an academic and an applied context. Students will follow a structured graduate program in the interdisciplinary area of Women's Studies and take additional cognate courses in areas related to their professional interest. They will pursue original research resulting in a thesis or do a professional internship. Thus, the M.W.S. will offer students the opportunity to obtain advanced training in Women's Studies leading either to further studies at the doctoral level (in Women's Studies or in a traditional discipline), or to a new or improved career. Students will acquire concepts and methods related to feminist research and the instruments necessary for their application to a specific field. Since questions concerning the condition of women exist in all disciplines, the essence of Women's Studies is interdisciplinary and multidisciplinary.

### **2.1 Academic Aims:**

#### **2.1.1 To offer a new integrated graduate program.**

The M.W.S. program will provide an opportunity for advanced work in Women's Studies, a broad interdisciplinary area concerned with all aspects of women's lives. Based upon the exploration and the application of current theories related to Women's Studies and women's issues, the graduate program will explore theoretical issues concerning social and psychological development, discrimination in all forms, violence and peace, and the roles and contributions of women in various cultures, past, present and future. Women's Studies offers women's perspectives on all areas of knowledge and reevaluates the fundamental concepts of each discipline. Thus, the new integrated graduate program will lead to new, feminist appraisals of knowledge and of society.

#### **2.1.2 Expansion of research in women's studies.**

Women's Studies scholarship has come of age in the 1990s, representing both breadth and depth of research across many disciplines. It is a critical scholarship that is directed at increasing knowledge about women's lives and the social structure and institutions which frame them. Research and teaching in Women's Studies raise awareness of the need for social change and promote the dignity and well-being of women. This means a body of scholarship with an integrated approach to race and class as well as gender analysis. Such a scholarship emphasizes the issues and

concerns of those groups of women whose interests have been largely overlooked by previous scholars: aboriginal women, women of colour and ethnically marginalized groups, lesbians, old women, and women with disabilities.

The current undergraduate program introduces students to the vastly increased body of scholarship dealing with all aspects of women's experience. A more advanced degree in Women's Studies will offer graduate courses in feminist theories and methods that can be applied towards a Ph.D. in the interdisciplinary area of women's studies or be used in a wide variety of practical working situations.

The M.W.S. in Women's Studies will not only train new researchers, but also contribute to the academic development of faculty members interested in feminist scholarship by encouraging them to combine their own research interests with graduate instruction and/or thesis supervision. The graduate program will also enable Concordia to respond to an identifiable need for further expertise and to complement its 1970 initiative in undergraduate instruction in Women's Studies. Concordia will thus provide leadership and service to both its own students and interested students and scholars across Quebec and Canada.

### 2.1.3 Training for Professional Careers.

The proposed M.W.S. program will offer graduate training applicable to professional careers in the public, para-public and private sectors.

The M.W.S. program will introduce students to the new conceptual and methodological tools of feminist scholarship which have not been accommodated within existing disciplines. The internship option will enable students to combine theoretical and practical approaches in real working situations.

Graduating students will have a solid understanding of women's studies in general and a thorough grounding in cognate areas. Thus an M.W.S. will prepare competent leaders for the public, para-public and private sectors, and provide invaluable training for educators. In the public sector, federal and provincial departments and agencies concerned with women, the family, and human rights need personnel trained in women's studies. In the para-public sector, positions are available for trained personnel in rape crisis centres, transition houses, and shelters. The graduate program in women's studies will also provide useful background for entry into many positions in the private sector, e.g. trade union work, law, politics, and international development.

Although the Special Individual Program (SIP) at Concordia University has previously provided means for graduate work in

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women's studies, and enrolment with women's studies as a focus has been steadily increasing, the SIP program does not provide the necessary academic structure in which students can fully develop their academic potential. A lack of structure discourages continuous student-faculty interaction and student-student communication. Students have often worked in isolation without a clearly articulated course structure and were therefore deprived of the intellectual stimulation necessary for fostering academic excellence.

The proposed graduate program in women's studies per se will foster the necessary student-faculty and student-student interaction, fulfil the growing need for graduate training in this area, and provide students and faculty with a formal structure within which teaching and research on women can function.

## 2.2 Instructional aims:

The proposed graduate program will respond both to the needs of individuals and the needs of a changing society. The M.W.S. program will offer graduate training for individuals planning to: a) pursue advanced scholarship on women, or b) work in fields related to women's issues. The graduate program will thus prepare qualified feminist researchers in a variety of areas.

The proposed M.W.S. program at the Simone de Beauvoir Institute will attract:

- a. Students who come from undergraduate Women's Studies programs or from other undergraduate disciplines;
- b. Students wishing to acquire interdisciplinary training in Women's Studies prior to doing a Ph.D. in a single traditional discipline;
- c. Professionals (e.g. human rights advocates, policy makers, consultants) involved in women's issues who wish to do more advanced research in women's studies;
- d. Professionals (e.g. nurses, teachers, psychologists) who recognize the need for a better understanding of feminist theories and methods to enhance their professional skills and advance their professional careers;
- e. Established scholars who already pursue advanced disciplinary research related to women. A special training in Women's Studies will provide them with new theoretical and methodological frameworks for the expansion of their research.

### 2.2.1 Development of Research Skills.

Graduate level instruction will develop research skills relevant both to Women's Studies within the university and to women and men at large. Applying these skills in a wide variety of contexts will lead to social change.

Women's Studies is now part of the high school, college, and university curricula. Much of the teaching to date, however, has been carried out by faculty whose formal training took place in a completely different discipline. These people had to retrain themselves on an individual basis to meet new needs. It is therefore imperative that graduate programs be developed to provide appropriate academic training for Women's Studies teachers of the future.

There are many professionals and policy makers for whom post-B.A. training in Women's Studies is useful, even essential. An understanding of women's legal, economic and social positions, in the past as well as the present, will be enormously helpful to government agencies. There are many professional areas for which work in Women's Studies is becoming essential, such as counselling, therapy, archival and museum work, and communications. A graduate program in Women's Studies will also help create expertise needed for long-range business planning. In short, professionals in many kinds of public and private institutions are looking for graduate programs which offer them the additional knowledge and official certification they need to perform their tasks successfully and to advance within their chosen fields.

### 2.2.2 Broadening of Career Prospects.

Graduate level instruction in Women's Studies will widen the career prospects of university students.

The M.W.S. responds to the steady increase in demand for specialized knowledge regarding women's issues. Unprecedented numbers of women have entered the paid work force, and women live and remain active longer. The continued influence of the feminist movement and the commitment of major political parties to gender equality further justify Women's Studies.

The M.W.S. will prepare graduate students to understand women's issues. This will enable them to compete for jobs in both the public and private sectors.

## 2.3 Social, Economic, and Cultural Importance of the Program

### 2.3.1 To enhance understanding of women's place and role in society.

The M.W.S. program will help to ensure that Concordia University remains a centre for excellence in women-oriented research in Quebec. Advanced investigations of issues which help recognise the contribution and place of all women in Quebec society not only provide intensive training for young researchers, but will also stimulate a useful circulation of information for others concerned with women's issues in the community.

Students in the proposed M.W.S. program will both evaluate and contribute to research regarding the history, conditions, and changing needs of women. This will promote the understanding of the historical, contemporary and future roles of women in society. Women's Studies brings together scholarship and societal needs, questions disciplinary boundaries and contributes to a new synthesis of knowledge.

This new synthesis of interdisciplinary knowledge on women and society is timely for the following reasons:

a) The economic and social pressures of the last three decades have modified societal attitudes toward family structure, i.e. toward women and their place in society. The number of women in the labour force has increased and the number of single parent families (usually headed by women) has risen as well. These changes, together with the new assertiveness of women of all classes and ethnic backgrounds, have created a need for alternative views on women's issues in society.

b) The Quebec government has responded to this need by creating the Conseil du statut de la femme (1974) and the Ministère de la condition féminine (1977). New laws have been passed to correct some inequalities (loi sur le patrimoine familial, loi pour la protection des femmes collaboratrices, etc.). The day care system has been expanded, pay equity has been adopted for identical work, but full equality, even in terms of salary, has still not been reached in all professions.

c) In spite of the gains for women, discrimination still pervades all parts of society. Recently, we have witnessed frightening violence against both women and children, and that alone must alert us to the necessity of changing both male and female attitudes.

The proposed program will work to ensure not only that women can assume their rightful place in society, but also that society can benefit from the rich contributions women have to make. Many young children, female and male, are still educated without any knowledge about women's history.

The introduction of an M.W.S. at Concordia will result in a group of Quebec-based researchers in women's issues. The courses in the program will foster skills in the conceptual analysis of traditional disciplines and develop a better understanding of women's place and role in society. Internship will be one of the two options offered by this program. Students enrolled in this option will spend one term at a participating organization (private or public) and will submit a written report. The internships will strengthen current links with the community by promoting collaboration with a variety of professionals.

The Master's in Women's Studies program will be the first in Quebec to provide a formal academic structure within which graduate level instruction, academic research, and professional training can flourish. Because of its interdisciplinary nature and inclusive curriculum, its continuous emphasis on analyses based on gender, race and class, this program will be different from all other programs that offer courses on women and women's issues.

The M.W.S. program is expected to provide good preparation for rich, active, and innovative careers in our changing society. Offering this graduate program in Women's Studies at Concordia University will ensure Concordia's role as a leader in feminist education in Montreal, Quebec, and in Canada at large.

### **3. PLACE OF THE PROGRAM IN THE UNIVERSITY SYSTEM**

The mission of the Women's Studies Program reflects the mission of Concordia University. Both are responsive to the needs of a diverse student population, and appreciate and promote equality, diversity, and bilingualism in a multicultural environment. The Simone de Beauvoir Institute within Concordia University has been a pioneer in providing innovative leadership in developing a unique, interdisciplinary, inclusive, and accessible academic program. Members of the Institute have long acted as social critics while stressing a broad-based interdisciplinary approach to teaching and research.

The proposed interdisciplinary M.W.S. program will have a further place within Concordia in developing an inclusive, multicultural curriculum that will respond to the needs of a multi-ethnic, varied, student population.

#### **3.1 Current Status of the Discipline at Concordia**

Concordia University is the pioneer in Women's Studies in Canada. The first interdisciplinary course, the "Nature of Woman" was offered at Loyola College in 1970; this developed into an interdisciplinary program in Women's Studies. In 1973-74, for

instance, three Women's Studies courses were offered in Interdisciplinary Studies, and six other courses in the departments of sociology, history, English, classics, and theology. In 1975-76, eight Women's Studies courses were offered at the Sir George Williams campus; at the Loyola campus nine courses provided the base for a minor in Women's Studies. Since 1979, the Simone de Beauvoir Institute at Concordia University has been responsible for directing the program in Women's Studies, drawing on the interest and expertise of a number of scholars in a variety of disciplines (see section 1.2). A part-time Principal, two-and-a-half permanent faculty members and six part-time professors teach the 21 courses of the undergraduate Women's Studies program. The Simone de Beauvoir Institute is part of the Faculty of Arts and Science; through its teaching, research, prestigious publications, and involvement in university and community affairs, it has become a well-respected unit within Concordia University.

### 3.1.1 Current Strengths and Research Activities:

The major strength of the undergraduate program lies in its interdisciplinary approach and pragmatic applications. In 1991-92 there are 110 students (77 full-time and 33 part-time) enrolled in the Women's Studies program per se. Another 276 students take one or more courses offered by the undergraduate Women's Studies program. The students (women and men) come from Quebec, other parts of Canada, and other countries. They bring a multicultural perspective to the interdisciplinary approach used in teaching and research by faculty members.

The current level of research and publication by Women's Studies and other Concordia faculty members is substantial (see CVs).

Women's Studies faculty research deals with issues of concern to Quebec society, such as immigrant women, minorities, women's cultural productions and their impact, society's reliance on women for the home care of the elderly and the disabled, the role of women in the French-speaking world, the Third World and in the various religions, and the place of women in the sciences and technology. All these areas are investigated from a multicultural perspective.

Professors Marianne G. Ainley (Ph.D., McGill), Kaarina Kailo (Ph.D. University of Toronto), Lucie Lequin (Ph.D., Concordia), and Chantal Maillé (Ph.D., UQAM) make up the Women's Studies faculty at the Simone de Beauvoir Institute. They have a highly reputable research record and have attracted considerable research funding over the years. During the 1986-1990 period this came to \$210,000. Counting research collaboration with other universities, the research funding amounted to \$260,000.

The projects include a large scale history of Canadian women and

scientific work, from 1890-1990 (Ainley); women's fiction in the multicultural context (Kailo); migrant women writers in Quebec (Lequin); and women as care givers and women in Quebec politics (Maillé).

Dr. Marianne Ainley has been trained as an industrial chemist (Diploma, 1956) and studied English, French and Psychology at Sir George Williams University, (B.A. 1964). After twenty years of experience as a chemist in Hungary, Sweden, and Canada, she changed fields and did her graduate training in the history, sociology, and philosophy of science (M. Sc., Université de Montréal, 1980; Ph.D., McGill, 1985). Her research during the last decade has focused on the professionalization of science, the exclusion of "amateurs," women, and minorities from the 20th century North American scientific community, and the history and contemporary experiences of Canadian women in science. Since 1986 she has been pursuing research in women's studies, and has published a number of papers on both the history of science and women's studies. She has edited a book on Canadian women and science and completed a scientific biography. In the future she plans to expand her research program on Canadian women and science, and to work on feminist methodology, and inclusive curricula in women's studies and the history of science.

Dr. Chantal Maillé obtained her degrees in political science at the Université de Montréal (B. Sc., 1980; M.Sc., 1982) and Université du Québec à Montréal (Ph.D. 1989). She has taught courses in political science and women's studies, served as a resource person for the Canadian Advisory Council on the Status of Women, and conducted interdisciplinary research on Quebec women in the political arena and on women as care givers. She is the author of five books and numerous articles.

Dr. Kaarina Kailo has a background in psychoanalytic theory, feminist methodology, literary criticism and comparative literature. She did her B. A. at the University of Helsinki in English, French and Political Science (1976), her licence ès lettres (American literature, Russian) at the University of Geneva (1981) and her Ph.D. in comparative literature at the University of Toronto (1991). Her current research focuses on revising the French and Anglo-American canons in feminism from a more inclusive multicultural perspective. Her career plan involves research on women's fiction in the Canadian multicultural and in a broader international context ("Exclusion and ecstasy in women's writing across borders"). She does research in 6 languages and has published several articles related to multiculturalism, ethnic literature and psychoanalytic theory. She has taught courses on modern theatre from a feminist perspective, women and health, and feminist theories and methods.

Dr. Lucie Lequin is a specialist in Quebec literature, with a focus on migrant women. She is also interested in women in the French

speaking world, e.g. Africa and the Caribbean. She obtained her B.Sc. in education (1971) and an M.A. in French and Quebec literature (1973) at the University of Vermont, and her Ph.D. in Humanities on Quebec Literature (1990) at Concordia University. She has been teaching at both the Simone de Beauvoir Institute and in études françaises since 1978, and has published a number of critical reviews and original articles in literary and feminist journals.

### 3.1.2 Links with Complementary Programs.

The proposed program will not only complement our undergraduate program in Women's Studies, but it will also contribute to all areas in other disciplines, such as education, history, philosophy, psychology, sociology, applied social science, and the pure and applied sciences.

Since students will be required to complete a number of credits chosen from other cognate disciplines, they will benefit from graduate programs in other departments without additional cost to the University.

### 3.2 Current Standing of the Department in the Field in Quebec and the Rest of Canada.

Concordia University with the Simone de Beauvoir Institute is the pioneer institution in Canada to offer certification and degrees in Women's Studies. Most Quebec universities offer some courses in Women's Studies (McGill, Sherbrooke, Bishop and the various subdivisions of the University of Quebec), but the Simone de Beauvoir Institute at Concordia is the only one to offer a B.A. Major and Minor and a Certificate in Women's Studies.

### 3.3. Collaboration with Other Departments and Universities.

Within Concordia, Women's Studies has formed links with other areas, such as sociology and anthropology, history, études françaises, school of community and public affairs, science and human affairs, cinema, and education. Other links, with journalism, communications, economics, urban studies, and the ecotoxicology program are anticipated. Outside Concordia, there is collaboration with women's studies and political science at McGill and UQAM, with educational psychology at McGill, and with sociology and chemistry at John Abbott College. Members of the Simone de Beauvoir Institute have also collaborated with feminist scholars at Carleton, Queen's, York, University of Toronto, McMaster, Memorial University of Newfoundland, University of Alberta, and Simon Fraser University.

#### 4. ENROLMENT FOR THE PROGRAM.

Because Women's Studies is now part of the high school, college, and university curricula in Quebec and Canada, there is a large pool of potential candidates for our proposed graduate program. During the last five years, an increasing number of undergraduates from McGill, Carleton, and other universities have inquired about the possibility of pursuing a graduate program in Women's Studies at the Simone de Beauvoir Institute at Concordia University.

It is anticipated that a maximum of ten students will be admitted in the first year and six to ten students in each subsequent year.

##### 4.1 Survey of Former Students.

45 former students were contacted; of these, 16 responded:

- 5 (31.2%) were very interested
- 3 (18.8%) were moderately interested
- 1 ( 6.2%) was undecided
- 7 (43.8%) were not interested

50% were very or moderately interested in a graduate program in women's studies. This positive response indicates a considerable interest in the program.

It should be noted that graduates of the undergraduate program have been successful in a number of areas: e.g. Louise Lafortune in mathematics education of "mathophobes," Jeanne Maranda at Media Watch, Karin Montin in translation, and Janet Wiegand in the para-public sector.

##### 4.2 Survey of Current Students.

150 students were given questionnaires; we received 127 answers:

- 27 (21.2%) were very interested
- 43 (33.8%) were moderately interested
- 13 (10.2%) were undecided
- 44 (36.4%) were not interested.

55% are very or moderately interested in a graduate program in women's studies at the Simone de Beauvoir Institute. This indicates the existence of a large pool of potential candidates for such a program. The survey does not take into account candidates from other Canadian universities.

#### 4.3 Survey of the Quebec Business Community.

180 questionnaires were sent to public and private businesses; 54 responses were received:

- 38 (70%) were interested in hiring a person with a Masters in Women's Studies,
- 8 (14%) were undecided
- 8 (14%) would not hire a person with graduate training in women's studies.

The combination of a feminist perspective and a single discipline is considered an advantage by most of the companies canvassed and a mandatory criterion by others. Most considered that personnel with a strong background in women's issues would be an asset in their area of work. Evidently, the public and private business communities are interested in the proposed graduate program. The implementation of an M.W.S. will therefore be a direct response to our changing society and the realization in the workplace of the need to address women's issues.

#### 5. TIMETABLE FOR THE IMPLEMENTATION OF THE PROGRAM.

Our objective is to implement the program in September 1993. In order to advertise properly and to recruit potential graduate students the complete program should be approved no later than January 1993.

## DOSSIER PEDAGOGIQUE

The mission of the Women's Studies Program, as that of Concordia University, is to be responsive to the needs of a diverse student population, and to appreciate and promote equality, diversity and bilingualism in a multicultural environment. The Simone de Beauvoir Institute within Concordia University has been a pioneer in providing innovative leadership by developing an inclusive and accessible academic program. The graduate program in Women's Studies will continue to provide interdisciplinary training based on an inclusive curriculum to a multi-ethnic student population.

### 6. STRUCTURE OF THE PROGRAM.

M.W.S. in Women's Studies: 45 credits

#### Option A: M.W.S. with thesis

24 credits consisting of:

WSDB core 15 credits

Feminist Research Methods (6 credits)

Feminist Theories (6 credits)

Integrative Seminar (3 credits)

Electives 9 credits

Courses normally chosen from disciplines other than Women's Studies (with the approval of the student's graduate advisor), as well as WSDB courses related to the student's area of concentration in Women's Studies.

21 credits

Research and Thesis (21 credits)

## Option B: M.W.S. with internship

30 credits consisting of:

WSDB core 15 credits

Feminist Research Methods (6 credits)

Feminist Theories (6 credits)

Integrative Seminar (3 credits)

Electives 15 credits

Courses normally chosen from disciplines other than Women's Studies (with the approval of the student's graduate advisor), as well as from WSDB courses related to the student's area of concentration in Women's Studies.

Research paper 6 credits

A major evaluative review of the literature on a specific problem

Work Internship 9 credits

Supervised work in the field of study with an oral presentation and a written report.

## 7. DETAILED DESCRIPTION AND REQUIREMENTS OF THE PROGRAM

### 7.1 Admission requirements.

Applicants will be selected on the bases of past academic record, letters of recommendation and, when applicable, interviews with members of the Graduate Studies Committee of the Simone de Beauvoir Institute.

For entry into the program, a first degree with a minimum of a 3.0 G.P.A. and a concentration in Women's Studies is normally required. Applicants otherwise qualified who do not meet these criteria may be required to take up to 12 undergraduate credits in Women's Studies. If more than 12 credits are required, the student will be required to take a qualifying year.

Applicants holding a Bachelor's degree in a field other than Women's Studies may be required to complete up to 12 credits of

work experience in related fields. Students will be expected to present a proposal for their research. Qualified students will be accepted into the M.W.S. program only if, in the opinion of the Women's Studies Graduate Program Committee, a supervisor is available with expertise in the required area of competence. Students in both options must demonstrate an ability to read and understand literature relevant to their field in both French and English. A reading knowledge of another language would be an asset.

A candidate who meets the minimal requirements is not necessarily guaranteed admission to the program.

## **7.2 Residence Requirement.**

The minimum residence requirement is one year (3 terms) of full-time study, or its equivalent in part-time study.

## **7.3 Degree Requirements.**

1. Credit requirements: A fully qualified student is required to complete a minimum of 45 credits. When students do not have a sufficient concentration in women's studies they will be expected to take 12 additional credits.
2. Course requirements: Students may select one of the two options, A or B, as outlined below. The requirement of core courses applies to all students, additional course requirements depend on the option chosen.
3. All students will be required to take a single written (non credit) comprehensive examination related to their research and/or professional interest. Prior to the examination, the Graduate Study Committee will provide the student with a precise reading list. The examination will have to be taken prior to the writing of the thesis (Option A) or the three-month full-time work internship (Option B).

## **7.4 Program Procedures.**

Full-time students are expected to complete their course requirements during the first year (three terms). Core courses WSDB 600, 601, and 602 must be taken simultaneously. They will establish an academic framework for further study and a common academic background for all students. Elective courses, including WSDB 620, the Individual Reading Course, WSDB Special Topics courses (621-

625), and other WSDB electives (626-630), as well as the cognate courses are designed to enhance the student's knowledge in specific areas of interest. A minimum of two WSDB elective courses will be offered each year.

#### 7.4.1. Core and Elective Courses

All students must complete the core requirement of 24 credits: 15 credits in WSDB courses and 9 other credits either in other departments or in Women's Studies. The 15 credits in Women's Studies are as follows:

##### Core Courses:

WSDB 600	Feminist Research Methods	6 credits
WSDB 601	Feminist Theories	6 credits
WSDB 602	Integrative Seminar	3 credits

##### Electives:

Elective 600 level (WSDB and cognate) courses. Permission of Graduate Program Advisor.

Special topics, 3 credits each, in Women's Studies:

WSDB 620	Individual Reading Course
WSDB 621-625	Special Topics
WSDB 626	Selected Topics in Women's History
WSDB 627	Selected Topics in Feminist Theories
WSDB 628	Selected Topics in Women and Society
WSDB 629	Selected Topics in Women and Culture
WSDB 630	Selected Topics in Feminist Literature
WSDB 631	Selected Topics in Women's Studies

Themes?

#### 7.4.2. OPTION A: M.W.S. with thesis.

In addition to the required 24 course credits, students must complete:

WSDB 685	Comprehensive examination	0 credit
WSDB 690	Thesis	21 credit

Students who elect to do the thesis option are required to work under the supervision of a faculty thesis director on a topic approved by the Women's Studies graduate committee. The thesis shall be defended before a committee consisting of the chair, who is a non-voting impartial faculty member, and a minimum of three voting faculty members including the candidate's supervisor.

Theses may be submitted in either English and French. Supervision in both languages is already available.

#### 7.4.3. OPTION B: M.W.S. with Internship

In addition to the required 24 course credits, students must complete:

- a) 6 credits of electives chosen in consultation with the Graduate Program Advisor either from the WSDB course offerings or from courses in departments other than Women's Studies.
- b) 6 credits of research in a topic relevant to the work-related training, culminating in an analytic review of the literature;
- c) A comprehensive examination, 0 credit;
- d) 9 credits of a three month supervised work-related training undertaken while registered in the program, with an oral presentation and a written report.

#### Internship.

The internship is an important training ground. It provides students with work situations in which to test theory, formulate new approaches and make important contacts. The Simone de Beauvoir Institute will provide a list of employers interested in participating in the internship project. During the period of

employment, students have the opportunity to learn new skills and to sensitize others in the community to the Institute's interdisciplinary program in Women's Studies. Success in the internship enhances a student's potential in a variety of careers.

Guidelines for the internship option will be made available for students registered in the program. They will include details of the work required, details of evaluation, and possible exemptions for professionals with acceptable work experience. The three month full-time internship will be supervised by a Women's Studies faculty member together with a representative of the work place (e.g. women's centres, school boards, unions, CLSCs, and personnel departments of large companies). Students will be expected to keep a diary of the work accomplished, while work supervisors will be expected to complete a form (provided by the Women's Studies Graduate Committee) detailing the tasks accomplished by the student and the times required to complete them. The student's academic supervisor will make site visits to observe the work conditions. Evaluation will be based on the student's work diary, the work supervisor's evaluation, the academic advisor's assessment of the student's ability to implement theoretical and methodological tools in a working situation, and the quality of both the written project and the oral presentation. The academic advisor will have the final say in the evaluation of the student's progress.

#### 7.5 Academic Regulations

To remain in the program, students must comply with all performance rules of the Division of Graduate Studies. The scholastic performance of all M.W.S. students will be reviewed on a regular basis by the departmental Graduate Studies Committee. This assessment will be based on the final grades obtained in all courses for which the students have registered subsequent to their admission in the M.W.S. program.

To be considered in good standing at such a review, a student must have:

- a) successfully completed the required course load as established by the departmental Graduate Studies Committee;
- b) achieved a grade point average of 3.0 or better, since admission or since the previous review.

A student who has not fulfilled these conditions will, based on the evaluation of the departmental Graduate Studies Committee, be considered either a student on conditional standing or a failed student.

## 7.6 COURSE DESCRIPTIONS AND CREDIT VALUES

### COURSE DESCRIPTION

Core courses WSDB 600, 601, and 602 will normally be offered in English. Electives (special topics) WSDB 620 - 631 may be offered in French or in English according to the availability of faculty. Students in all options must demonstrate an ability to read and understand the literature relevant to their field in both French and English.

WSDB core courses will be offered each year. Special topics courses will be given as the need arises. Normally a minimum of two WSDB special topic will be offered in any given year. These will enlarge the students' interdisciplinary perspective.

Cognate 600 level courses, chosen from disciplines other than Women's Studies in consultation with a Graduate Program Advisor will help develop the student's expertise in areas related to Women's Studies. These courses will provide an opportunity for students to broaden their interdisciplinary knowledge. Concordia has good, to very good, resources related to Women's Studies in areas such as religion, history, women and work, literature (French, Québécoise and other francophone, English, Canadian, comparative), fine arts, psychology, applied social science, sociology, education, economics, and political science. Provided the student meets the specific requirements of the discipline, such courses could be regular graduate courses or tutorials. Arrangements with the departments involved must be made in advance.

#### **WSDB 600 Feminist Research Methods (6 credits)**

This seminar course will examine terminology, basic concepts, and a variety of interdisciplinary feminist research methods. Topics will include research design, qualitative and quantitative methods, and content and textual analyses.

#### **WSDB 601 Feminist Theories (6 credits)**

A critical analysis of major writings representing diverse theoretical orientations in 19th and 20th century feminisms.

#### **WSDB 602 Integrative Seminar (3 credits)**

This seminar will provide a forum (13 weeks over two terms) for all

graduate students and faculty to discuss their individual or joint papers using interdisciplinary feminist approaches.

All students registered for an M.W.S. are required to take this course once for credit. They are also encouraged to attend the seminar in subsequent years. Space permitting, this course will be open to graduate students from other departments engaged in research relevant to Women's Studies. Permission of the instructor and the Graduate Program Advisor is mandatory.

Additional electives/special topics will be offered as listed in 7.4.1.

WSDB 685	<u>Comprehensive Examination</u>	(0 credit)
WSDB 690	<u>Thesis</u>	(21 credits)
WSDB 692	<u>Supervised Work Internship</u>	(9 credits)

## 8. HUMAN RESOURCES

### 8.1 Accreditation

The faculty involved in the program will have a Ph.D. or equivalent and be permanent faculty members with expertise in women's studies.

### 8.2 Faculty

The currently available faculty resources in Women's Studies form the starting point for building a graduate program. The core faculty of the undergraduate program now consists of the following: one part-time principal who also teaches in the program, two full-time faculty in tenure-track positions, one joint appointment, and six part-time faculty members.

There are many other individuals in Arts & Science who are interested in participating in the graduate program. One group is actually engaged in research related to Women's Studies, while another group consists of individuals who are not directly involved in Women's Studies but who have expressed interest in supervising theses in areas related to their expertise. From the CVs of full-time faculty submitted to the Institute, it is clear that potential resources are available in applied social science, classics, education, fine arts, French and English literature, psychology, anthropology and sociology, and drama therapy. In addition, several of the current Adjunct Fellows at the Institute

would be interested in cooperating as members of graduate thesis committees and readers of research papers.

### **8.3 New Faculty Required**

In order to create a successful graduate program, it is necessary that there be a critical mass of faculty and students to provide a challenging, stimulating, and intellectually supportive environment.

The present teaching faculty consists of a part-time principal and two-and-a-half tenure track faculty who have new positions. At Concordia, new faculty members often teach fewer credits than their well-established colleagues. The lower teaching load enables them to pursue research at an accelerated rate. The new faculty at the Simone de Beauvoir Institute must apply for grants and time release to be able to devote a maximum amount of time for research in the growing interdisciplinary area of Women's Studies. This reduces their availability as teaching faculty. More permanent faculty members are needed to guarantee continuity in teaching (15 credits of graduate courses per year) and in supervising (minimum two hours per week per student) the graduate students expected to enrol in the proposed M.W.S. program.

It is anticipated that a maximum of ten students would be admitted in the first year and 6-10 more in subsequent years. In any given year 21 credits (15 credits of WSDB core courses, 6 credits, two WSDB special topics courses) will be offered. In addition, supervisors and thesis committee members will be required. The number of theses needing supervision will accumulate in the second and subsequent years.

In order to have continuity and stability, the program needs:

a) three more full-time faculty members (or equivalent) in Women's Studies.

b) in addition to the already existing and future faculty members in Women's Studies, two to three full-time faculty members from other departments released to the Institute for two to three years on a rotating basis. During that time, these people will be housed at the Institute.

### **8.4 Technical Staff**

The Institute has its own part-time trained library technician, who is an expert in Women's Studies literature. Student assistants are needed, however, to provide adequate library services for evening students.

### **8.5 Requirements for Additional Secretarial Support**

As the program grows, one more secretary will be needed.

### **8.6 Teaching Assistants**

Two to three teaching assistant positions should be established in the second year of the program. The availability of teaching assistantship is an important component of any graduate program. It helps alleviate faculty workload and, more importantly, provides a unique opportunity for students to acquire teaching skills while working with the graduate faculty.

## **9. PHYSICAL RESOURCES**

### **9.1 Library Facilities and Holdings**

#### **a. Concordia Libraries Holdings for Women's Studies.**

The Libraries of Concordia University already hold adequate monograph resources to support the research of SIP Women's Studies students. The library, however, does not have sufficient journals in Women's Studies. Current graduate students use the interlibrary loan to obtain the journals necessary for their work. Through this system, and the CREPUQ card (which gives borrowing privileges in all Quebec and Ontario university libraries) Concordia graduate students and faculty have access to any library and their holdings.

Some additional subscriptions to Women's Studies journals will be required in the main library.

#### **b. Documentation Centre, Simone de Beauvoir Institute.**

It holds material not generally available in other libraries. The Centre holds 26 periodicals concerned with women which are not found in any other university library in Montreal and it also holds 23 other periodicals unavailable in the Concordia Library system. These periodicals are used by those researching the early feminist movement, often as it relates to other countries. The Centre also has in-depth material on women's groups in Latin America and has the best collection of material in Quebec on women in Hungary. The resources in French are unmatched in any of the Montreal French language Universities. An increase in the budget of the Documentation Centre would enable it to augment its holdings in subject areas which are not normally covered in the major libraries.

## **9.2 Computing Facilities**

The Institute has three computers used by secretaries. Two additional computers are needed for the Documentation centre, and two for the students' study area.

## **9.3 Teaching and Research Space**

It is critical for a successful program that students and faculty be housed together for maximal and optimal interaction. The MU annex on Bishop Street where the Simone de Beauvoir Institute is located has space to accommodate the students and faculty during the first year of the program. There are three faculty offices and three other rooms for the use of Resident and Adjunct Fellows. There is also a seminar room for small groups, a lounge for larger groups and lecture meetings, and a small room for students. The Institute also has two offices on the Loyola Campus which are used by faculty and students.

As the graduate program grows, at least three more faculty offices, a graduate student lounge, a computer room, and two additional seminar rooms will be required.

## **9.4 Administrative Office Space**

As the program grows additional office space will be needed to accommodate one more secretary.

## **10. FUNDING FOR GRADUATE STUDENTS**

Our graduate students would have access to the same FCAR and SSHRC funds as other graduate students. Teaching fellowships and the position of assistant documentalist would provide funds to some students. Others could be hired as research assistants.